Example one - EUSA Representing Students

Through my role this past year, as a Class Rep, I believe I have made a positive impact on two groups at the university: staff and students. I have had an impact on staff by expressing mine and my peers’ views in different review meetings – such as IS periodic review, common space meeting or peer-support meeting. I believe that my participation made staff more aware of the difficulties students are facing but also of what currently works well which is essential for improving different services. I also believe I have made a positive impact on my peers by listening to their concerns about the course I was a class representative for and getting in touch with the course organiser to impose improvements. I tried to increase my impact by coordinating feedback from my peers which really helped the administrative staff identify main gaps in the organisation which could be fixed in future years. In a nutshell, I feel I have had a lot of impact this year and I have enjoyed being more active and involved with the university and I will definitely try to keep this up next year as I believe student opinions are important and they should be heard in order for the university to make progress.

Example two - EUSA Advice Place

During my time volunteering at the Advice Place I feel I have had an impact in helping students to find the correct information or solution to a variety of problems. Through the year I have improved this impact by gaining confidence in advising students and understanding their problems. To increase the impact I had I have actively tried to gain a greater knowledge of the information available to help students. For example making sure that, in the case of housing, I know and understand the students’ rights before I tell the student. I have continued to develop this impact, by reflecting on what I could have done differently as well as asking for help on issues I am unsure on to make sure that the student gets an accurate answer. From this experience I have learnt that I can have an impact on others by making sure that students, no matter how small or large the problem, know a way to find a solution. This experience has also given me an idea about what I would enjoy doing after I graduate university, and that I would like to continue to use and develop the skills I’ve gained.

Example three – EUSA Representing Students

**Context**

During the Edinburgh Award I was a class rep, working to improve the situation for students in my School, and trying to develop my negotiation, research and interpersonal skills.

**Action**

As a class rep, I negotiated a new peer-assisted learning scheme, liaised with other reps that I didn’t know and researched what other Schools provide. (See individual reflections on each skill area for more details.)

**Result & Learning**

These activities helped develop my own skills, but they also had an impact for my fellow students and the School. As a result of the above, a peer-assisted learning scheme is being trialled – first years are already saying how useful it is and senior students are really enjoying the responsibility. There’s also a better atmosphere in the Staff-Student Liaison Committee – more appreciation of how the students can help the School but also of some challenges the School faces. There are better links between the class reps and people realise how much the School already provides for us in comparison with elsewhere.